



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5490 West Paradise Lane, Glendale, AZ 85306

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Cheryl F. Neils
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-8
2004 Enrollment : 477
Web Address : canyon.peoriaud.k12.az.us/
Phone Number : (623) 412-5050
Fax Number : (623) 412-5061
E-mail : cneils@peoriaud.k12.az.us

Mission

The mission of Canyon Elementary is to serve society by providing a quality education so all students may reach their full potential academically, socially, and emotionally and become lifelong learners and successful, responsible citizens.

The vision of Canyon Elementary is to be a school where staff, students, and parents work cooperatively and responsibly in a safe, stimulating environment to achieve extraordinary levels of teaching and learning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student achievement in reading comprehension, language arts and math as measured by the AIMS/Terra Nova dual purpose assessment and district criterion-referenced tests.
- ü To increase staff knowledge and use of technology for management, instruction, and assessment as well as student knowledge and use of technology for learning.
- ü To create a safe school environment marked by mutual respect between staff, students, and parents; good citizenship; appropriate student behavior; positive attitudes; and a well-designed crisis plan.
- ü To create an environment at Canyon where all staff, students, and parents participate in decision-making and feel valued, supported, and included.

Enrollment

October 1, 2003 School Year Student Enrollment : 478
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 165

Instructional Programs

- Ü Regular Full-day (Grades 1-8)
- Ü On-site Special Education
- Ü Programs for At-risk Students (Tutoring)
- Ü Special Education Preschool
- Ü Gifted Student Services
- Ü Character Education
- Ü Service Learning
- Ü Departmentalized Classrooms Grades 5-8

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/20/2005

Shared Responsibilities

School

It is the responsibility of all school employees to provide students with a safe, stimulating learning environment and the best possible opportunities to learn. This includes setting high standards for behavior and academic success; using a variety of materials and instructional strategies; making accommodations to meet the needs of individual students; and encouraging positive attitudes toward learning and high self-esteem.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring completion of assignments; modeling positive attitudes toward school and learning; attending school activities including parent-teacher conferences; and fostering respect for rules, property, staff and other students.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Canyon Elementary. Additionally, transportation services are provided for eligible special education students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü PEEF Grants	2002
Ü Phoenix Coyote's Teacher of the Year	2002
Ü Disabilities Professionals of the Year	2004
Ü North Central Association Accreditation	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2724	75509	100	100	100	515	529	521	16	8	13	26	21	23	23	35	33	35	35	31
All Students (Prior Year)	48	2731	75372	100	100	100	538	529	523	3	5	9	10	23	25	53	41	36	35	31	30
Female	22	1318	37013	100	100	100	504	529	522	14	8	12	24	22	24	43	36	33	19	34	31
Male	25	1406	38430	100	100	99	524	530	521	18	9	14	27	21	22	5	35	33	50	36	31
African American	NC	151	3660	NC	100	99	NC	510	496	NC	15	24	NC	34	31	NC	30	28	NC	21	18
Hispanic	NC	582	30486	NC	100	99	NC	514	505	NC	12	18	NC	30	29	NC	33	32	NC	25	21
Asian/Pacific Islander	--	69	1780	--	100	98	--	542	549	--	7	5	--	11	13	--	36	33	--	46	50
American Indian/Alaskan Native	--	32	4075	--	100	100	--	512	486	--	14	28	--	32	34	--	21	26	--	32	12
White	39	1886	35192	100	100	99	513	534	534	16	7	8	26	19	19	26	37	35	32	38	39
Students with Disabilities	12	438	9708	100	100	100	486	506	489	36	20	32	18	27	27	18	32	24	27	22	17
Students without Disabilities	35	2286	65801	100	98	98	525	533	525	9	7	11	28	21	23	25	36	34	38	37	33
Limited English Proficient Students	NC	194	16928	NC	100	100	NC	465	485	NC	50	29	NC	50	33	NC	0	26	NC	0	12
Migrant Students	--	NC	750				--	NC	499	--	NC	21	--	NC	29	--	NC	30	--	NC	20
Economically Disadvantaged	NC	693	36411				NC	509	503	NC	14	19	NC	31	29	NC	34	32	NC	21	20
Non-Economically Disadvantaged	38	2031	39040				520	535	534	11	6	8	26	19	19	26	36	34	37	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2724	75492	100	100	100	525	525	519	12	7	12	19	15	16	40	51	47	30	27	24
All Students (Prior Year)	47	2716	75221	98	99	100	543	526	523	3	5	8	3	15	16	55	60	56	40	20	21
Female	22	1319	37014	100	100	100	534	528	523	5	6	10	19	13	15	43	50	48	33	30	27
Male	25	1405	38400	100	100	99	516	522	516	18	8	14	18	17	17	36	52	47	27	23	21
African American	NC	150	3665	NC	100	99	NC	514	505	NC	9	20	NC	21	22	NC	57	43	NC	13	14
Hispanic	NC	582	30438	NC	100	99	NC	516	508	NC	10	17	NC	21	21	NC	52	47	NC	17	15
Asian/Pacific Islander	--	70	1773	--	100	98	--	529	534	--	5	4	--	11	10	--	52	50	--	32	36
American Indian/Alaskan Native	--	32	4081	--	100	100	--	511	498	--	14	25	--	18	26	--	61	40	--	7	8
White	39	1887	35177	100	100	99	522	528	528	13	6	8	16	13	13	42	50	49	29	30	31
Students with Disabilities	12	439	9707	100	100	100	507	508	495	27	17	33	9	23	21	45	43	33	18	17	13
Students without Disabilities	35	2285	65785	100	98	98	531	527	522	6	6	10	22	14	16	38	52	49	34	28	26
Limited English Proficient Students	NC	195	16905	NC	100	100	NC	474	489	NC	67	34	NC	0	28	NC	33	32	NC	0	6
Migrant Students	--	NC	763				--	NC	499	--	NC	21	--	NC	30	--	NC	40	--	NC	8
Economically Disadvantaged	NC	692	36302				NC	514	507	NC	12	18	NC	22	21	NC	51	46	NC	15	14
Non-Economically Disadvantaged	38	2032	39164				530	528	528	11	6	8	14	13	13	40	51	48	34	30	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2706	75053	100	100	99	605	603	597	7	5	7	9	10	12	77	78	72	7	7	9
All Students (Prior Year)	47	2701	73654	98	99	99	541	533	530	3	5	9	0	11	13	90	78	70	8	6	7
Female	22	1310	36872	100	99	99	653	624	621	0	3	5	10	7	9	76	81	74	14	10	12
Male	25	1396	38109	100	100	99	558	583	573	14	6	10	9	13	14	77	76	69	0	5	6
African American	NC	149	3636	NC	100	99	NC	574	568	NC	7	12	NC	13	16	NC	77	67	NC	3	6
Hispanic	NC	578	30235	NC	99	98	NC	594	575	NC	5	9	NC	13	14	NC	74	70	NC	8	6
Asian/Pacific Islander	--	69	1768	--	100	98	--	605	651	--	5	3	--	9	5	--	75	72	--	11	19
American Indian/Alaskan Native	--	31	4044	--	97	99	--	570	550	--	7	13	--	11	17	--	78	66	--	4	4
White	39	1876	35028	100	100	99	595	609	613	8	4	6	11	9	10	76	80	73	5	8	11
Students with Disabilities	12	433	9625	100	100	100	556	554	530	9	10	21	9	16	21	82	71	55	0	3	4
Students without Disabilities	35	2273	65428	100	97	98	621	610	604	6	4	6	9	9	11	75	79	73	9	8	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	529	525	NC	33	17	NC	0	20	NC	67	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	NC	687	36077				NC	572	566	NC	8	10	NC	12	16	NC	77	69	NC	3	5
Non-Economically Disadvantaged	38	2019	38950				608	612	618	6	4	5	9	9	9	77	79	73	9	9	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	2855	76019	100	100	100	519	503	499	2	9	14	29	39	39	17	16	14	52	35	33
All Students (Prior Year)	47	2885	76230	98	100	100	536	508	498	0	6	12	23	37	38	9	13	12	67	45	37
Female	26	1384	37207	100	100	100	511	504	499	4	8	12	35	40	41	23	18	14	38	34	33
Male	22	1469	38677	100	100	100	528	502	498	0	11	15	23	39	38	9	15	13	68	36	34
African American	NC	129	3817	NC	100	100	NC	484	475	NC	18	23	NC	47	47	NC	13	11	NC	23	18
Hispanic	NC	590	29458	NC	100	100	NC	487	480	NC	15	20	NC	47	48	NC	14	12	NC	24	20
Asian/Pacific Islander	--	80	1673	--	100	99	--	524	531	--	4	4	--	27	29	--	20	14	--	49	53
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	484	466	NC	8	28	NC	54	49	NC	17	10	NC	21	13
White	40	2018	35880	100	100	100	519	507	515	3	8	7	28	37	32	15	17	16	55	38	45
Students with Disabilities	NC	385	9786	NC	100	100	NC	465	457	NC	30	39	NC	47	40	NC	7	7	NC	16	13
Students without Disabilities	42	2470	66233	98	99	99	523	507	503	2	7	11	26	39	39	17	17	14	55	37	35
Limited English Proficient Students	--	173	15206	--	100	100	--	454	459	--	33	31	--	53	53	--	2	7	--	12	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	700	35714				NC	482	480	NC	18	20	NC	47	47	NC	14	12	NC	21	20
Non-Economically Disadvantaged	41	2155	40266				520	509	513	2	7	9	27	37	33	17	17	15	54	39	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	2851	76020	100	100	100	507	506	503	15	18	25	10	22	23	58	45	40	17	14	12
All Students (Prior Year)	48	2864	76202	100	99	100	510	508	505	2	13	19	21	23	24	65	52	46	12	13	11
Female	26	1384	37213	100	100	100	510	509	504	12	16	22	8	21	23	62	48	42	19	15	13
Male	22	1465	38666	100	100	100	504	503	501	18	21	29	14	23	22	55	42	38	14	14	12
African American	NC	129	3819	NC	100	100	NC	497	494	NC	30	37	NC	24	26	NC	36	31	NC	10	6
Hispanic	NC	589	29442	NC	100	99	NC	501	494	NC	27	37	NC	25	26	NC	40	31	NC	8	6
Asian/Pacific Islander	--	80	1672	--	100	99	--	514	513	--	11	12	--	20	19	--	49	49	--	20	20
American Indian/Alaskan Native	NC	27	4735	NC	100	100	NC	497	489	NC	22	48	NC	39	25	NC	35	24	NC	4	3
White	40	2014	35890	100	100	100	509	508	511	13	16	15	8	22	20	63	46	48	18	16	18
Students with Disabilities	NC	383	9784	NC	100	100	NC	489	485	NC	47	58	NC	24	19	NC	21	19	NC	7	4
Students without Disabilities	42	2468	66236	98	98	99	509	508	504	10	15	23	12	22	23	62	47	42	17	15	13
Limited English Proficient Students	--	173	15198	--	100	100	--	481	483	--	59	59	--	27	25	--	14	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	700	35703				NC	498	494	NC	31	37	NC	27	26	NC	35	31	NC	7	6
Non-Economically Disadvantaged	41	2151	40274				507	508	509	15	15	17	12	21	20	56	47	47	17	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	2854	75673	100	100	100	550	544	530	2	8	12	23	22	25	73	66	58	2	4	4
All Students (Prior Year)	47	2862	74692	98	99	99	511	513	502	2	10	18	28	26	27	67	56	47	2	9	8
Female	26	1384	37099	100	100	100	566	563	548	0	4	8	19	19	22	81	71	64	0	5	6
Male	22	1468	38441	100	100	99	531	527	513	5	12	16	27	24	29	64	60	52	5	3	3
African American	NC	129	3791	NC	100	99	NC	531	506	NC	15	18	NC	18	29	NC	64	50	NC	3	3
Hispanic	NC	590	29305	NC	100	99	NC	528	507	NC	10	16	NC	27	31	NC	59	51	NC	3	2
Asian/Pacific Islander	--	80	1665	--	100	99	--	565	573	--	7	6	--	17	16	--	68	67	--	8	10
American Indian/Alaskan Native	NC	27	4707	NC	100	100	NC	536	492	NC	0	19	NC	38	33	NC	58	46	NC	4	1
White	40	2016	35760	100	100	99	559	549	550	0	8	9	23	20	21	75	67	64	3	5	6
Students with Disabilities	NC	383	9706	NC	100	100	NC	485	462	NC	26	36	NC	32	32	NC	40	31	NC	2	1
Students without Disabilities	42	2471	65967	98	99	99	561	551	536	2	7	10	17	21	25	79	68	60	2	5	5
Limited English Proficient Students	--	173	15115	--	100	100	--	483	471	--	19	26	--	37	38	--	44	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	701	35541				NC	523	504	NC	14	17	NC	23	31	NC	61	50	NC	2	2
Non-Economically Disadvantaged	41	2153	40091				546	551	550	2	7	9	24	21	21	71	67	64	2	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	3176	75001	100	100	99	501	476	468	11	27	37	33	43	36	39	21	16	17	10	10
All Students (Prior Year)	43	2987	71167	98	99	99	480	468	463	17	32	38	52	47	41	24	15	14	7	6	7
Female	32	1568	36846	100	100	99	503	476	468	9	25	36	31	46	38	38	20	16	22	9	10
Male	26	1600	37974	100	100	99	498	476	467	14	29	39	36	39	34	41	21	16	9	11	11
African American	NC	155	3720	NC	100	98	NC	460	446	NC	43	53	NC	39	33	NC	14	9	NC	4	4
Hispanic	NC	634	26675	NC	100	98	NC	462	448	NC	37	52	NC	42	34	NC	15	10	NC	6	4
Asian/Pacific Islander	NC	98	1575	NC	100	99	NC	499	504	NC	14	18	NC	41	33	NC	26	20	NC	19	29
American Indian/Alaskan Native	--	37	4731	--	90	98	--	463	438	--	38	61	--	41	30	--	18	7	--	3	2
White	46	2237	37785	100	100	99	503	480	482	9	24	25	33	43	39	42	22	21	16	11	15
Students with Disabilities	NC	359	8802	NC	100	100	NC	425	418	NC	74	79	NC	22	16	NC	4	3	NC	1	1
Students without Disabilities	49	2817	66199	100	99	99	507	480	472	6	23	34	33	44	38	43	22	17	18	10	11
Limited English Proficient Students	--	122	11710	--	100	100	--	420	429	--	72	70	--	28	25	--	0	4	--	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	628	29814				NC	458	448	NC	41	53	NC	39	33	NC	14	10	NC	5	4
Non-Economically Disadvantaged	52	2548	45170				502	480	479	12	24	28	31	43	38	39	22	20	18	11	14

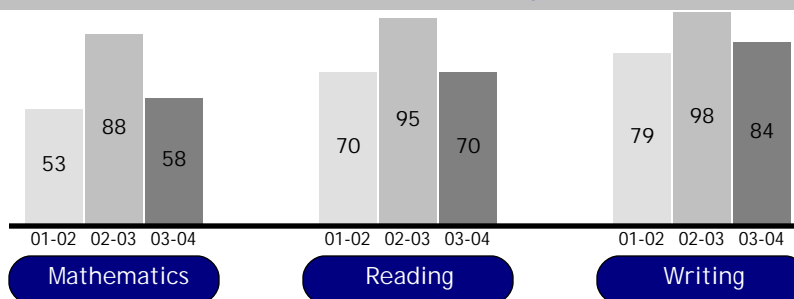
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	3170	74918	100	100	99	530	507	497	13	22	32	9	18	19	43	42	35	35	18	15
All Students (Prior Year)	44	2981	71100	100	99	99	530	510	502	5	17	25	10	19	21	60	46	40	26	18	15
Female	32	1566	36805	100	100	99	542	510	501	9	19	28	9	19	19	38	45	37	44	18	16
Male	26	1599	37936	100	100	99	512	504	493	18	26	35	9	18	18	50	38	33	23	18	14
African American	NC	155	3719	NC	100	98	NC	492	481	NC	35	43	NC	19	21	NC	37	29	NC	8	7
Hispanic	NC	634	26645	NC	100	98	NC	495	478	NC	32	46	NC	20	20	NC	34	27	NC	14	6
Asian/Pacific Islander	NC	98	1571	NC	100	99	NC	523	521	NC	16	18	NC	16	15	NC	40	38	NC	28	30
American Indian/Alaskan Native	--	37	4729	--	90	98	--	494	468	--	34	57	--	20	19	--	34	19	--	11	4
White	46	2236	37773	100	100	99	532	511	511	12	18	20	7	18	18	47	44	41	35	19	21
Students with Disabilities	NC	358	8801	NC	100	100	NC	455	448	NC	72	75	NC	14	13	NC	11	10	NC	3	2
Students without Disabilities	49	2812	66117	100	99	99	536	512	501	6	18	28	10	19	19	47	44	37	37	19	16
Limited English Proficient Students	--	122	11706	--	100	100	--	441	454	--	80	71	--	18	16	--	2	12	--	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	628	29785				NC	490	477	NC	36	47	NC	23	20	NC	32	26	NC	9	6
Non-Economically Disadvantaged	52	2542	45115				532	511	508	12	19	23	8	17	18	41	44	39	39	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	3170	74503	100	100	99	568	522	491	4	4	9	13	22	32	56	61	51	28	12	8
All Students (Prior Year)	44	2940	69001	100	97	96	511	499	490	0	11	17	26	35	37	74	53	45	0	1	1
Female	32	1566	36686	100	100	99	585	535	506	0	3	5	9	17	29	59	66	57	31	14	9
Male	26	1598	37644	100	100	98	544	509	476	9	6	13	18	28	36	50	56	45	23	10	6
African American	NC	156	3677	NC	100	97	NC	515	475	NC	4	12	NC	24	36	NC	63	46	NC	9	5
Hispanic	NC	634	26500	NC	100	97	NC	510	467	NC	6	13	NC	27	39	NC	56	44	NC	11	4
Asian/Pacific Islander	NC	98	1566	NC	100	99	NC	537	537	NC	5	5	NC	18	23	NC	63	55	NC	15	18
American Indian/Alaskan Native	--	37	4695	--	90	97	--	507	464	--	3	14	--	29	39	--	62	44	--	6	3
White	46	2235	37606	100	100	99	572	526	508	5	4	6	12	21	28	51	63	56	33	12	10
Students with Disabilities	NC	359	8662	NC	100	100	NC	437	409	NC	24	37	NC	42	42	NC	32	20	NC	2	1
Students without Disabilities	49	2811	65841	100	99	98	583	530	499	0	3	7	12	21	32	57	64	53	31	13	8
Limited English Proficient Students	--	122	11608	--	100	100	--	453	430	--	18	23	--	40	47	--	40	28	--	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	629	29587				NC	504	465	NC	6	14	NC	27	40	NC	59	43	NC	7	4
Non-Economically Disadvantaged	52	2541	44898				571	526	507	4	4	7	12	21	28	55	62	55	29	13	10

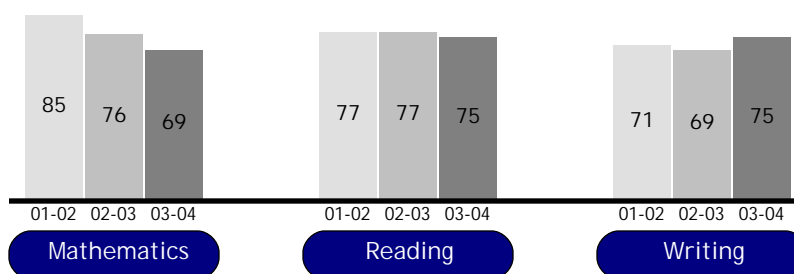
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

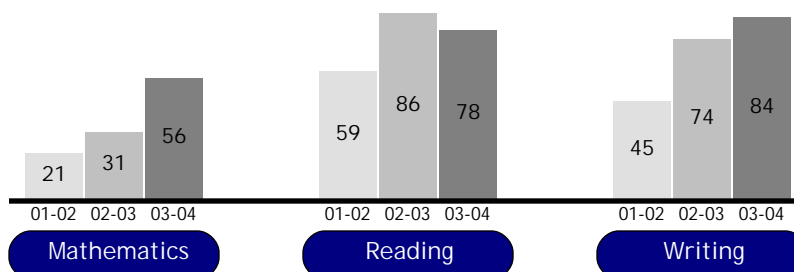
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	72	58	44	91	64	62	50	100	36	NA	58
	Language	83	74	56	39	96	48	57	43	100	31	60	50
	Mathematics	83	83	68	52	94	69	71	57	100	29	72	64
3	Reading	84	43	55	43	100	69	58	47	98	59	NA	55
	Language	84	47	64	50	100	76	66	54	98	64	70	61
	Mathematics	84	55	65	50	98	70	67	54	98	56	71	61
4	Reading	78	54	59	47	98	53	63	52	100	76	NA	56
	Language	78	58	57	45	95	51	59	48	100	69	60	52
	Mathematics	78	68	66	52	95	64	67	57	100	84	69	61
5	Reading	91	69	55	46	100	65	61	50	100	61	NA	55
	Language	91	65	51	43	100	63	56	46	100	61	56	49
	Mathematics	91	88	63	54	98	86	67	57	100	80	67	63
6	Reading	92	68	60	49	100	71	63	53	100	66	NA	56
	Language	92	60	54	42	100	59	58	45	98	66	60	48
	Mathematics	92	82	70	58	100	87	73	62	100	89	75	66
7	Reading	92	67	60	48	98	80	63	51	98	74	NA	54
	Language	92	65	64	51	98	82	69	54	96	72	67	58
	Mathematics	92	76	68	54	96	85	70	58	96	88	68	62
8	Reading	95	63	61	49	95	77	62	53	100	78	NA	55
	Language	95	66	60	46	95	75	62	49	100	79	64	52
	Mathematics	95	71	67	54	98	81	66	58	100	86	69	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Canyon Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Goal Setting
- Ü Budget Review
- Ü School Safety Issues
- Ü Facility Management
- Ü Parent Involvement
- Ü School/Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	38.80
Other Professional Staff	5.00	Teacher Aide	33.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	6	3	0	0
7 to 9 years	1	2	0	0
10 or more years	13	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Sunflower Center (Special Ed)
- Ü Fully Equiped Media Center
- Ü Two 35 Computer Technology Labs
- Ü Multi-purpose Room for the Arts & Sports

Extracurricular Activities

- Ü Student Council
- Ü STARS (Character Ed & Service Club)
- Ü National Junior Honor Society
- Ü Robotics Club
- Ü Scrabble Club
- Ü After School Science Classes
- Ü Junior High Sports Program
- Ü Chorus/Band/Art Electives

Social Services

- Ü Crisis Intervention/Counseling Services
- Ü Breakfast & Lunch Program
- Ü Health Services
- Ü After School Child Care

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Qualitative and quantitative assessment data are analyzed yearly. From this information, school, grade-level, and individual student improvement plans are developed. Significant increases were achieved in many areas at many grade levels this year.
- ü Teachers have aligned their instruction to state and district standards and assessments. Strategies from best-practice literature and research are being incorporated into daily instruction. Expanded learning opportunities are provided when needed.
- ü We have implemented a bullying prevention program to ensure a safe, secure environment for our students. A Safe School Hotline has been instituted and students are regularly taught life skills such as conflict resolution, courtesy, and respect.
- ü Extensive technology training is available for staff members. Desktop computers allow teachers to use technology for instruction and several classrooms have Smart Boards. A tech curriculum is in place along with two state-of-the-art computer labs.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	55	47
Grades 3-4	79	84
Grades 4-5	79	88
Grades 5-6	76	87
Grades 6-7	71	85
Grades 7-8	76	77

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Providing a safe, orderly environment is a priority at Canyon. To that end, we work diligently to encourage positive behavior among our students and provide them with tools to resolve conflicts peacefully. A character education program is in place along with a comprehensive Crisis Plan which we rehearse twice yearly. In addition, each classroom is equipped with an emergency kit for use if needed. We also hold monthly safety inspections and fire drills and operate a 24-hour Safe School Line.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Cheryl Neils	(623) 412-5050
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5185
Parent Organization	Jamie Deffner	(623) 412-5050
Student Health/Nurse	Patty Myers	(623) 412-5053

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.